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ABSTRACT

The results of a survey distributed to teachers in the West Area of the Minneapolis Public Schools concerning their preferences in the school setting indicate that teachers: (1) differ in their preferences for instructional settings, (2) prefer flexibility and variety in school curriculum, schedules, and instructional methods, (3) desire the utilization of persons other than teachers, prefer team teaching, and think students should direct some of their own learning, (4) want parents more directly involved in their childrens' education, (5) prefer their students to be the same age or grade levels, (6) prefer both active and passive instructional learning methods, (7) believe that specific basic skills should be taught in specific courses, (8) stress the importance of affective education, (9) think that student evaluation requires both the assessment of individual progress and a comparison between the individual student and same-aged students, and (10) question extensive student responsibility within the learning situation. Appendices provide both information about staff and parent preferences for alternative education programs, and the West Area Staff Survey. (BJG)

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Minneapolis Public Scho ols

Staff Members' Preferences for Characteristics of Educational Programs in Minneapolis West Area Schools

Lary Johnson

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Staff Members' Preferences for Characteristics of Educational Programs in Minneapolis West Area Schools

Summary

If teachers had their choice, in what type of school and classroom would they prefer to work? About 700 West Area staff members completed a questionnaire in February 1975 to provide answers to this question. The study was conducted by the Minneapolis Public Schools' Research and Evaluation Department and the West Area Office to provide information that would help the development and implementation of educational alternatives. The results indicated that:

- Different teachers preferred to work in different instructional settings. On almost all items, at least two of the response choices received support from a substantial proportion of teachers.
- A majority of the teachers preferred flexibility and variety in the curriculum, schedule and instructional methods.
- Most teachers felt that persons other than teachers should do at least some of the teaching in school, that teams of teachers rather than one teacher should work with students, and that students should direct their own learning some of the day.
- A majority of the teachers felt parents should be involved in making decisions about the way a school is run, what courses of study are offered, and what subjects a student studies.
- Most teachers would like their students to be of the same age (or grade level), or within one or two years younger or older than each other.
- A large majority of the teachers preferred instructional methods that provided for both active and passive learning.
- More than ninety percent of the teachers preferred that instruction in basic skills, such as reading and math, be provided in specific reading and math courses, or in both specific courses and planned activities in other school courses and activities.
- Most teachers preferred a school that included learning about feelings and attitudes, and where cooperation was emphasized at least as much as competition.
- Most teachers preferred that student evaluation include both a measure of individual progress and a comparison with other students of the same age.
- Although the majority of teachers selected characteristics of educational programs that provided some variety, flexibility, and student responsibility, only a small percentage of teachers preferred extensive student responsibility within the learning situation.

When compared with the results of a parent survey conducted in the fall of 1974, preferences of West Area teachers were similar to preferences of parents of West Area students on many items. However, some differences did occur. A greater percentage of teachers than parents said that students should direct their own learning part of the time, that students should progress at their own speed, that the school day should have flexible time periods, and that teachers should not do all of the teaching. More parents than teachers felt that parents and students should share the decision-making responsibilities.

* * *

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This study was conducted at the request of the Minneapolis Public Schools' West Area Office and Dr. Marvin Trammel, West Area Superintendent. Special thanks to Dr. Mildred Carlson, West Area Curriculum Generalist, who coordinated the data collection and directed the revision of a previously-used parent questionnaire to meet the needs of this study.

The support and assistance received from the West Area building principals, other West Area staff, and Dr. R. W. Faunce, Director of Research and Evaluation, is appreciated.

Minneapolis Public Schools

Staff Members' Preferences for
Characteristics of Educational Programs in
Minneapolis West Area Schools

If teachers had their choice. . .

. . . How much responsibility would students have for deciding what they study, for directing their own learning, for completing their work without supervision?

. . . How much flexibility would there be in materials and ways to learn, students' rate of progression through their schoolwork, the school day's time structure?

. . . How much involvement would parents, community, and students have as teachers? Would teachers work primarily as individuals or as teams?

. . . How much involvement would parents and students have in deciding how a school is run and what courses of study would be offered?

These were some of the questions that school personnel in the West Area of the Minneapolis Public Schools were asked in a Feburary 1975 survey. The West Area Office and individual schools wanted this information to help with the development and implementation of educational alternatives.

The West Area is one of three administratively decentralized areas in the Minneapolis Public Schools. In 1974-75, 1,800 students attended nineteen elementary, five junior high, and four senior high schools in the West Area.

The Survey Instrument

The questionnaire was similar to a questionnaire used to survey parents of West Area students in the fall of 1974.[1] The parent survey included twenty-six items that identified ways that educational programs could be different. An effort was made to define the items such that the content of one item did not overlap with content of another item. All items were independent in the sense that an individual's response on one item did not force the individual to make a particular

[1] Johnson, L. "Preferences for Educational Alternatives Expressed by Parents of Students in Minneapolis West Area Schools." Minneapolis Public Schools, January 1975.

response on another item. Parents were asked to select the response choice for each item that best described the educational program they preferred for their child. The items on the parent questionnaire were rephrased for the staff survey. The West Area staff was asked to choose the responses that best described the school or classroom in which they would like to work. A copy of the staff survey is in Appendix C, page 28.

The building principals were responsible for the distribution and collection of the surveys from all certificated staff members in their school. About ninety-five percent of the elementary teachers and almost ninety percent of the junior high teachers completed the questionnaire. Results for senior high teachers should be interpreted cautiously; only sixty percent returned surveys.

Results

Responses of elementary, junior high, and senior high teachers to each of the questionnaire items are given in Table 1 in Appendix A on page 12. Responses to similar items by parents of students attending West Area schools are given in Table 1 also. The parent results are based on an eighty percent return from a random sample of twenty percent of the elementary students and ten percent of the secondary students. The following statements are based on the data in Table 1.

1. A majority of the teachers preferred flexibility and variety in the curriculum, schedule, and instructional methods. Elementary teachers preferred greater flexibility than did secondary teachers. (Items 18-21, 23, Table 1).

- Almost all of the elementary teachers and 90% of the secondary teachers said that a variety of materials and ways to learn should be available at least part of the time. About 10% of the secondary teachers said most students should use the same materials and be taught in the same way. Item 18.
- About three-fourths of the elementary teachers but less than half of the secondary teachers said part of the school day should be divided into time periods, while part of the day should have no time periods, permitting the student to work in one area for an undetermined length of time. More than half of the secondary teachers said the school day should be divided into time periods, limiting the amount of time a student could spend working on any one area or subject. Item 19.

. Half of the elementary and about one-third o the secondary teachers said students should progress throu h their school work at their own speed. Most other teacher said students should study the same things each day, with extra help or work for students who work faster or slower. A s mall percentage (about 3%) of secondary teachers said all st dents within a grade or classroom should progress at the same spe ed and study the same things. Item 20.

. About ninety percent of the teachers thought that the educational program should include some required courses plus other offered courses or courses developed to meet the needs and interests of students. About ten percent of the secondary teachers said there should be no required co urses, while 6% of the elementary teachers said all students should have a required course of studies. Item 21.

. About 80-90% of the teachers said that at le ast sometime students should learn a skill or subject in a flexibl e way, allowing the course of study to be responsive to the needs and interests of the students. Item 25.

2. Most teachers felt that persons other than t eachers should do at least some of the teaching in school, that teams of teachers rather than one teacher should work with students, and that students should direct their own learning some of the day. More par ents than teachers felt that teachers should do all of the teaching, wh ile more teachers than parents felt teachers should work closely with students every day once the students' courses of study have been determ ined. (Items 14-17).

. About sixty percent of the teachers said tea chers should do most of the teaching, but some parents and c ommunity members should be involved. About 25% of the teache rs said teachers are only one of many persons (including adults a nd other students) who should do the teaching. Six percent of the elementary and 20% of the secondary teachers said teachers shou ld do all of the teaching. Item 14.

. Twenty-one percent of the parents of element ary students and more than 30% of the parents of secondary st udents said teachers should do all of the teaching. Item 14.

3

. More than half of the elementary and secondary teachers said they preferred to work with a team of teachers who communicated regularly among themselves, while about one-third preferred to work alone with specialists in art, music, and physical education available. Item 15.

. About three-fourths of the teachers said students should direct their own learning some of the day. About one-fourth of the secondary teachers and one-eighth of the elementary teachers said the teacher should instruct or direct the learning all of the time. About one-third of the parents said teachers should instruct or direct the learning all of the time. Item 16.

. About half of the teachers said the teacher should work closely with the student every day to help him complete the work, once the student's course of studies has been decided. Forty percent of the parents of elementary students and 20% of the parents of senior high students shared this viewpoint. Item 17.

3. A majority of the teachers felt parents should be involved in making decisions about the way a school is run, what courses of study are offered, and what subjects or interest areas a student actually studies. More elementary than secondary teachers, and more parents than teachers, felt parents and students should share decision-making responsibilities, particularly in selecting the subjects a student actually studies. (Items 1-5).

. About one-third of the teachers said parents should share the responsibility for decisions about the way a school is run and what courses of study are offered, while about two-thirds said parents should give advice before the school makes the final decision. About sixty percent of the parents said parents should share the responsibility for these decisions. Items 1,3.

. Three-fourths of the elementary teachers and almost half of the secondary teachers said parents or students should decide at least some of the subject or interest areas that a student actually studies. About eighty percent of the parents at all levels thought parents or students should make this decision at least some of the time. Item 5.

. Two-thirds of the elementary teachers, compared with about half of the secondary teachers, said students should share the responsibility for making and enforcing the school rules. Item 2.

4. Most teachers would like their students to be of the same age (or grade level), or within one or two years younger or older than each other. More parents of elementary students than elementary teachers preferred a broader age range. (Item 11).

. About 95% of the elementary teachers and 85% of the secondary teachers preferred students of the same age level or within one or two years of each other.

. Five percent of the elementary teachers said they would like their students to be in the 5-11 year age range, while less than one percent said they would like an age range of 5-18 years. Twenty-three percent of the parents of elementary students preferred a 5-11 year age range, and 5% preferred a 5-18 age range.

5. A majority of the teachers were in favor of some student interaction within the learning situation. Parents tended to prefer less student movement and interaction than did teachers. (Items 12-13).

. Less than 1% of the elementary teachers and 4% of the secondary teachers said their students should work alone most of the time. About half of the teachers said much of the time should be spent working alone, but with several projects where students work as a group. About half of the elementary teachers and one-third of the secondary teachers said students should spend half of their time working in groups. The remaining 10-15% of the teachers said most of the time should be spent working with one or more other students. Item 12.

. Three-fourths of the elementary and two-thirds of the secondary teachers said they preferred a learning situation where students could move around or talk as they worked as long as the setting remained orderly and quiet. One-fourth of the teachers said they preferred that students could move around and talk freely as long as their work was being done. Only 2% said they would like students to be able to move around and talk as they wish. Item 13.

. About 20% of the parents at all levels said students should not be allowed to move around or talk without permission. Two percent of the elementary and 10% of the secondary teachers endorsed this viewpoint. Item 13.

6. A large majority of the teachers preferred instructional methods that provided for both active and passive learning. (Item 22).

. One percent of the elementary, 5% of the junior high, and 14% of the senior high teachers said students should learn mainly by reading in books, doing workbooks, or listening to someone tell about things. Less than 10% of the teachers at each level said students should learn mainly by working with objects, by playing, or by living and doing things themselves. The remaining majority of teachers preferred a combination of passive and active learning opportunities.

7. More than ninety percent of the teachers preferred that instruction in basic skills, such as reading and math, be provided in specific reading and math courses, or in both specific courses and planned activities in other school courses and activities. (Item 24).

8. Teachers preferred a required attendance policy at their school, with strictness of enforcement greater at secondary than elementary levels. (Item 8).

. About ninety percent of the teachers, both elementary and secondary, preferred a required attendance policy. Twenty-eight percent of the elementary, 48% of the junior high, and 65% of the senior high teachers wanted a strict enforcement of the policy; the others wanted encouragement of regular attendance.

9. Most teachers preferred a school that included learning about feelings and attitudes and where cooperation was emphasized at least as much as competition. These characteristics were more important to elementary than secondary teachers. Items 9-10).

. Ninety-eight percent of the elementary, 80% of the junior high, and 85% of the senior high teachers said students' education should include some or a lot of work on feelings and attitudes. About 80% of the parents at each level expressed similar views. Item 10.

. About half of the elementary, two-thirds of the junior high, and three-fourths of the senior high teachers preferred to teach in a school where cooperation and competition are equally emphasized. Almost all of the other teachers preferred a school where cooperation is emphasized. Only a small percentage preferred a school where competition is emphasized. Item 9.

10. Most teachers preferred a student evaluation system that included both a measure of individual progress and a comparison with other students of the same age. Most teachers, particularly at the elementary level, also felt that students and/or parents should participate in the evaluation process. (Items 25-26).

. Two-thirds of the teachers said they would like to know how much students have progressed or learned, and, also, how students are doing compared with other students of the same age. About one-third of the teachers indicated that they were not interested in comparing the students with others of the same age. Item 25.

. Almost all elementary teachers and 80% of the secondary teachers said students and/or parents should help the school evaluate the students' progress in school. Substantially more elementary than secondary teachers thought the parents should participate. Item 26.

. More parents of elementary students (82%) than elementary teachers (64%) wanted to compare the student with other students of the same age. Item 26.

11. Although the majority of teachers selected characteristics of educational programs that provided some variety, flexibility, and student responsibility, only a small percentage of teachers preferred choices that represent extensive student responsibility within the learning situation.

. Less than 1% of the teachers said students should make the final decision regarding what courses of study are offered at their school. Item 4.

. About 4% of the teachers said that the parents and/or student should decide what subjects or interest areas a student actually studies in school. Item 5.

. About 2% of the teachers felt students should be free to move around and talk as they wish in the learning situation. Item 13.

. Three percent of the teachers thought that students should direct their own learning, with a teacher available. Item 16.

. Two percent of the elementary, 11% of the junior high, and 5% of the senior high teachers said the student should have complete responsibility for completing the work, with a teacher available if the student wants to ask for help, once a student's course of study has been determined. Item 17.

. About 1-2% of the teachers felt that the students' interests will lead them to develop reading and math skills without specific courses and activities. Item 24.

. Almost no teachers said that students should be responsible for evaluting their own progress. Item 26.

12. Generally, the West Area teachers did not endorse one type of educational program. On almost all items, at least two of the response choices received support from a substantial proportion of teachers. Different teachers preferred to work in different instructional settings.

Teacher-Parent Differences

Preferences of West Area staff and preferences of parents of students attending West Area schools were similar on many of the questionnaire items (or characteristics of educational programs). However, some differences did occur. *Compared with teachers:*

. More parents felt that parents and students should share in the decision-making responsibilities.

. More elementary parents said the school day should be divided into set time periods.

. Fewer parents said the students should progress through their school work at their own speed.

. More parents felt that teachers should do all of the teaching.

. Fewer parents felt that students should direct their own learning at least part of the day.

. Fewer parents preferred freedom of student movement and interaction within the learning setting.

. Fewer parents preferred an emphasis on cooperation and a lot of work on feelings and attitudes.

. More parents said students should be evaluated by comparing them with others of the same age.

Elementary Cluster Differences

The eighteen elementary schools in the West Area have been administratively grouped into four clusters.

Central	Southwest	Washburn	West
Agassiz	Armatage	Field	Anwatin
Barton	Audubon	Hale	Bryn Mawr
Burroughs	Fulton	Kenny	Calhoun
Lyndale	Lake Harriet	Page	Harrison
		Windom	Kenwood

The responses of elementary teachers in each of these clusters are given in Table 2, Appendix B, page 17. Most teachers at each school returned questionnaires, except for the grade 4-6 intermediate center at Anwatin, where surveys were returned by six of twenty-one teachers. The results from the West Cluster should be interpreted with some caution, since the returns may not be representative of all teachers and are disproportionately weighted toward teachers at the primary level.

Some differences among the clusters did occur, usually between teachers in the West Cluster and teachers in either the Southwest or Washburn Clusters. *Compared with elementary teachers in the other clusters:*

- Fewer teachers in the Washburn Cluster preferred parent and student involvement in decision-making.
- More teachers in the West Cluster preferred student involvement in decision-making.
- More teachers in the West Cluster preferred to teach in a school that emphasized cooperation and learning about feelings and attitudes.
- More teachers in the Southwest Cluster wanted students in their class to be at the same age (or grade) level.
- More teachers in the West Cluster preferred greater and freer interaction among students in the learning setting.
- More teachers in the West Cluster preferred that a variety of materials and ways to learn be available.
- More teachers in the Southwest Cluster wanted the school day divided into time periods that limited how much time a student could spend working on any one area or subject.
- More teachers in the West and Washburn Clusters, and fewer teachers in the Southwest cluster, would prefer not to evaluate students by comparing them with other students of the same age.

Grade Level Differences

In addition to the previously reported analysis of teacher responses by elementary, junior high, and senior high levels, the responses of elementary teachers were separated by primary (K-3) and Intermediate (4-6) grade levels, and the responses of junior high teachers were separated by grades 7-8 and

grade 9. See Table 3 in Appendix B, page 23.

Elementary teachers who taught at the K-3 level responded similarly to teachers who taught at the 4-6 level on almost all items. Substantially more K-3 than 4-6 teachers said that they would prefer to work closely with the student every day once a student's course of studies has been decided. Somewhat more 4-6 teachers than K-3 teachers felt students should be spending at least half of their time working with a group of students.

Teachers who taught ninth grade students responded differently than teachers who taught seventh and eighth grade students. The group of ninth grade teachers would be predominantly those who taught at the Ramsey ninth-grade center plus some teachers at Southwest and Jefferson. *Compared with ninth grade teachers, the grade 7-8 teachers preferred:*

- greater parent involvement in school-related decision making.
- greater use of the community during the school day.
- less strict enforcement of a required attendance policy.
- greater emphasis on cooperation.
- greater use of other adults and students as teachers.
- greater variety of materials and ways to learn.
- greater emphasis on student progression through their work at their own speed.
- less emphasis on evaluating student performance by comparing them with students of the same age.

Experience Differences

Teacher preferences for characteristics of educational programs also were related to teachers' years of experience in education (see Table 3 in Appendix B). The greatest differences occurred between teachers with one-to-three years experience and teachers with twenty or more years experience. *About twenty percent more of the less-experienced (1-3 years) teachers than the more-experienced (20+ years) teachers expressed the preference that:*

- school and parents should share the responsibility for decisions about how the school is run and what courses of study are offered.
- the community should be used more during the school day than for a few field trips.
- cooperation should be emphasized more than competition.
- teachers are only one of many persons (including adults and other students) who should do the teaching.
- they would like to work as part of a team of teachers that regularly communicates among themselves.
- the school day should not always be divided into time periods that limit the amount of time a student can work on any one subject.

Appendix A

Table 1: West Area Staff and Parent Preferences for Dimensions of Alternative Educational Programs by Elementary, Junior High, and Senior High Schools

Table 1

West Area Staff and Parent Preferences for Dimensions of Alternative Educational Programs by Elementary, Junior High, and Senior High Schools

Item	Response	TEACHERS[b] Elementary N325	TEACHERS[b] Junior High N190	TEACHERS[b] Senior High N126	PARENTS[a] Elementary N1367	PARENTS[a] Junior High N350	PARENTS[a] Senior High N351
1. Should parents have a say in deciding the way a school is run?	1. School should make all such decisions with no advice from parents.	2%	4%	3%	2%	3%	4%
	2. School should make final decisions after advice from parents.	58	59	67	31	32	37
	3. School and parents should share the responsibility for making such decisions.	39	35	29	66	64	56
	4. Parents should make final decisions after advice from school.	1	2	0	2	1	3
2. Should students the age(s) of children in your classes help make and enforce the school rules?	1. School rules should be made and enforced without advice from students.	3	15	10	22	15	12
	2. School rules should be made and enforced after advice from students.	28	34	49	26	32	28
	3. Students should share the responsibility for making and enforcing the school rules.	68	51	40	52	53	60
	4. Students should make and enforce the rules.	0	0	0	0	1	1
3. Should parents have a say regarding what courses of study are offered at their child's school?	1. School should decide with no advice from parents.	2	4	3	3	3	5
	2. School should make final decision after advice from parents.	57	58	69	34	30	40
	3. School and parents should share the responsibility for the decision.	41	36	28	61	64	52
	4. Parents should make final decision after advice from school.	0	2	0	2	2	3
4. Should students the age(s) of children in your classes have a say regarding what courses of study are offered at their school?	1. School should decide with no advice from students.	10	13	9	22	9	6
	2. School should make final decision after advice from students.	66	64	68	46	48	48
	3. School and students should share the responsibility for the decision.	25	22	23	31	40	43
	4. Students should make final decision after advice from school.	0	1	0	1	3	3
5. Who should decide what subjects or interest areas students actually study in school?	1. School (teacher) should make final decision.	22	54	55	11	7	3
	2. School (teacher) should decide some, parents and/or student should decide some.	73	43	42	81	82	81
	3. Parents and/or student should decide.	4	3	3	7	11	16
6. How should problems that your students have at school be handled?	1. School handles as it sees fit without student or parent involvement.	2	3	3	1	1	2
	2. School handles problem after talking with parents.	6	18	22	14	15	16
	3. School, parents, and student work out a solution together.	90	75	72	83	83	78
	4. School and student work it out without parent involvement.	3	4	2	2	2	4

[a]The wording of the items in the parent questionnaire was slightly different than the items in the staff survey used in this table. Staff members indicated characteristics of the school in which they would like to teach, while parents indicated characteristics of the school they would like their child to attend.

[b]These totals only include staff who indicated that they were teachers.

Table 1 (continued)

Staff and Parent Preferences by Elementary, Junior High, Senior High

Item	Response	TEACHERS			PARENTS		
		Elementary	Junior High	Senior High	Elementary	Junior High	Senior High
7. How would you like your students to use the community outside the school during the school day?	1. A few field trips into the community; the rest of the time in school.	32%	44%	45%	30%	39%	39 %
	2. Several projects or activities in the community, but most of time still in school.	63	51	52	65	57	56
	3. Community could be used extensively, very little time may be spent in the school building.	5	5	3	5	4	5
8. Which attendance policy would you prefer at your school?	1. Attendance required and strictly enforced by school.	28	48	65	34	47	48
	2. Attendance required and school encourages regular attendance.	65	34	27	56	45	41
	3. Regular attendance in the school building is not required as long as student is learning.	4	5	5	9	5	9
	4. Attendance is left up to the student and/or parents; school does not take attendance.	3	13	4	2	2	1
9. In which type of school would you prefer to teach?	1. A school where competition is emphasized.	0	3	6	2	3	3
	2. A school where competition and cooperation are equally emphasized.	49	63	76	63	72	69
	3. A school where cooperation is emphasized.	50	34	18	35	25	28
10. Should learning about and dealing with feelings and attitudes about self and others be included in students' education in school?	1. No, studies should not include work on feelings and attitudes.	0	2	2	2	3	3
	2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.	2	17	12	12	16	19
	3. Yes, studies should include some work on feelings and attitudes.	50	50	65	58	62	61
	4. Yes, studies should include a lot of work on feelings and attitudes.	48	30	20	28	20	17
11. What ages would you like students in your classes to be?	1. All students at the same age (or grade) level.	33	35	18	23	25	24
	2. Students within one or two years younger or older than each other.	61	51	70	49	56	60
	3. Students within an elementary or secondary age range (5-11 years old, or 12-18 years).	5	10	10	23	13	9
	4. All ages from 5-18 years.	0	4	3	5	6	6
12. In what way would you like most of your students to work in the learning setting?	1. By doing the work alone and not by working with other students.	0	4	4	1	2	1
	2. By doing the work alone much of the time, but several projects where students work together in a group.	38	50	48	50	56	57
	3. About half the time doing the work alone and half the time working with a group of students.	48	30	35	39	29	34
	4. Most of the time working with one or more other students; helping each other, group projects.	14	16	13	10	14	8

Table 1 (continued)

Staff and Parent Preferences by Elementary, Junior High, Senior High

Item	Response	TEACHERS			PARENTS		
		Elementary	Junior High	Senior High	Elementary	Junior High	Senior High
13. What learning situation would you prefer for your students most of the school day?	1. Students may not move around or talk without permission.	2%	10%	9%	17%	19%	20 %
	2. Students may move around or talk as they work as long as setting remains orderly and quiet.	74	64	65	57	61	62
	3. Students may move around and talk freely as long as their work is being done.	23	24	26	25	20	16
	4. Students are free to move around and talk as they wish.	2	3	1	1	0	1
14. Who should do the teaching in school?	1. Teachers should do all of the teaching.	6	19	20	21	35	32
	2. Teachers should do most of the teaching, but some parents and community members should be involved.	64	59	55	52	43	47
	3. Teachers are only one of many persons (including adults and other students) who should do the teaching.	30	22	25	27	21	20
15. Which of the following best describes the teaching situation you would like to be in?	1. Mainly one teacher works with or is available to students, although specialists in art, music, phy ed are available.	37	31	30	32	12	17
	2. Several teachers work with or are available to students in different areas; little communication among teachers about students.	4	12	18	9	21	21
	3. A team of teachers works with or is available to students; regular communication among teachers about students.	59	57	52	59	68	63
16. In which of the following school settings would you like to teach?	1. Teacher instructs or directs learning all of the time.	12	23	22	31	40	28
	2. Teacher directs learning some of the day; students direct their own learning some of the day.	86	73	76	67	59	69
	3. Students direct their own learning; teacher is available.	3	4	2	2	1	3
17. Once a student's course of studies has been decided, how would you prefer to help most of the students complete the work?	1. Teacher should work closely with student every day.	52	39	49	40	29	20
	2. Teacher should check with student every few days and give assistance when teacher feels it is needed.	38	42	33	46	51	49
	3. Teacher should check with student every few days and give assistance if the student wants it.	8	9	13	8	12	19
	4. Student should have complete responsibility for completing his/her work; teacher is available if student wants to ask for help.	2	11	5	6	8	13
18. What difference in materials and ways to learn would you like to have available to students in your classroom?	1. Most students use the same materials and are taught in the same way.	1	9	13	7	8	8
	2. Part of the time students use the same materials and are taught in the same way; part of the time a variety of materials and ways to learn are available.	60	61	62	59	64	62
	3. Most of the time a variety of materials and ways to learn are available.	39	30	25	34	28	30

Table 1 (continued)

Staff and Parent Preferences by Elementary, Junior High, Senior High

Item	Response	TEACHERS			PARENTS		
		Elementary	Junior High	Senior High	Elementary	Junior High	Senior High
19. How would you like your students' school time to be used?	1. School day is divided into time periods; students are limited in how much time they can spend working on any one area or subject.	22%	54%	55%	33%	51%	50%
	2. Part of school day is divided into time periods. Part of school day is not divided into time periods; students may work on a subject for any length of time.	73	43	42	62	47	48
	3. School day is not divided into time periods; students may work on a subject for any length of time.	5	3	3	4	2	2
20. How should your students progress through their school work?	1. All students within a grade level or classroom should progress at the same speed and study the same things.	0	2	4	1	2	2
	2. Students should study the same things each day, but extra work or help should be given to students who work faster or slower.	45	61	60	62	75	70
	3. Students should progress through their school work at their own speed.	54	38	35	37	24	28
21. Which educational program (or course of studies) should be offered to students in the age-range of students in your classes?	1. A required course of studies taken by all students.	6	4	2	6	2	1
	2. Some required courses and a selection from a number of other offered courses.	21	34	29	26	32	29
	3. Some required courses plus courses developed to meet the specific needs or interests of students.	69	54	58	62	59	64
	4. No required courses; a selection from a number of offered courses.	0	2	4	0	1	?
	5. No required courses; a selection from offered courses plus courses developed to meet the specific needs or interests of students.	1	4	3	4	5	3
	6. No required courses; all courses are developed to meet the specific needs or interests of students.	2	2	5	2	1	1
22. How would you like students to learn in your classes?	1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.	1	5	14	5	8	9
	2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.	93	87	79	94	90	90
	3. Mainly by working with objects, by playing, or by living and doing things themselves.	6	8	7	1	2	1
23. How do you prefer to have students learn a particular skill or subject?	1. In a step-wise way, not moving ahead until the previous step has been learned.	7	20	16	13	20	16
	2. Sometimes (1), sometimes (3), depending on the skill or subject that is being learned.	69	64	60	62	55	48
	3. In a flexible way, allowing the course of study to be developed in response to the interests and needs of a student or group of students. (Sometimes covering a wide range of skill levels in one course).	24	16	23	25	25	36

Table 1 (continued)

Staff and Parent Preferences by Elementary, Junior High, Senior High

Item	Response	TEACHERS			PARENTS		
		Elementary	Junior High	Senior High	Elementary	Junior High	Senior High
24. How would you prefer that instruction in basic skills, such as reading and math, be provided?	1. Provide specific reading and math courses.	20%	43%	47%	21%	34%	36%
	2. Provide specific courses and planned reading and math activities in other school activities and courses.	73	50	49	73	57	57
	3. No specific courses, but reading and math activities and projects planned in other school activities and courses.	5	6	3	6	7	6
	4. Students' interests will lead them to develop reading and math skills without specific courses and activities.	2	1	1	1	1	1
25. How would you like to evaluate students?	1. Would like to compare students with other students of the same age.	1	2	9	2	4	5
	2. Would like to know how much students have progressed or learned, and also, how students are doing compared with other students of the same age.	63	69	65	80	74	68
	3. Would like to know how students are doing and how much they have progressed, but not to compare with other students of same age.	36	30	27	18	22	27
26. Who should evaluate student's progress in school?	1. The school should evaluate, with no involvement of student or parent.	3	19	22	14	13	15
	2. The school and student should evaluate his/her progress together.	26	48	48	16	32	39
	3. The school and parent should evaluate the student's progress together.	9	2	2	17	9	5
	4. The school, student, and parent should evaluate his/her progress together.	62	30	29	53	46	40
	5. The student should evaluate his/her progress.	0	1	0	0	0	1

Appendix B

Table 2: West Area Staff and Parent Preferences for Dimensions of Alternative Educational Programs by the Four West Area Elementary Clusters

Table 3: West Area Teacher Preferences for Dimensions of Alternative Educational Programs by Grade Level Taught and Years of Experience in Education

Table 2

West Area Staff and Parent Preferences for Dimensions of Alternative Educational Programs by the Four West Area Elementary Clusters

Item	Response	TEACHERS[b] Central Cluster N87	TEACHERS[b] Southwest Cluster N60	TEACHERS[b] Washburn Cluster N109	TEACHERS[b] West Cluster N69	PARENTS[a] Central Cluster N337	PARENTS[a] Southwest Cluster N304	PARENTS[a] Washburn Cluster N412	PARENTS[a] West Cluster N314
1. Should parents have a say in deciding the way a school is run?	1. School should make all such decisions with no advice from parents.	1%	2%	1%	3%	3%	2%	1%	1%
	2. School should make final decisions after advice from parents.	59	56	61	53	32	28	36	26
	3. School and parents should share the responsibility for making such decisions.	40	42	34	44	63	69	61	72
	4. Parents should make final decisions after advice from school.	0	0	4	0	2	1	3	2
2. Should students the age(s) of children in your classes help make and enforce the school rules?	1. School rules should be made and enforced without advice from students.	2	3	3	6	26	21	20	19
	2. School rules should be made and enforced after advice from students.	27	25	39	13	26	30	26	23
	3. Students should share the responsibility for making and enforcing the school rules.	71	69	58	81	47	49	54	58
	4. Students should make and enforce the rules.	0	2	0	0	1	0	0	0
3. Should parents have a say regarding what courses of study are offered at their child's school?	1. School should decide with no advice from parents.	1	2	1	3	5	2	3	2
	2. School should make final decision after advice from parents.	49	56	67	51	35	35	36	30
	3. School and parents should share the responsibility for the decision.	49	42	31	46	59	62	58	66
	4. Parents should make final decision after advice from school.	0	0	1	0	3	1	3	2
4. Should students the age(s) of children in your classes have a say regarding what courses of study are offered at their school?	1. School should decide with no advice from students.	10	14	7	9	23	24	21	20
	2. School should make final decision after advice from students.	72	64	67	57	43	46	53	40
	3. School and students should share the responsibility for the decision.	17	22	26	34	32	29	26	38
	4. Students should make final decision after advice from school.	0	0	0	0	1	1	0	1
5. Who should decide what subjects or interest areas students actually study in school?	1. School (teacher) should make final decision.	15	22	31	16	12	13	10	11
	2. School (teacher) should decide some, parents and/or student should decide some.	82	75	64	76	79	82	83	81
	3. Parents and/or student should decide.	2	3	5	8	9	5	7	8
6. How should problems that your students have at school be handled?	1. School handles as it sees fit without student or parent involvement.	2	0	2	2	1	1	1	1
	2. School handles problem after talking with parents.	2	8	10	0	13	15	14	13
	3. School, parents, and student work out a solution together.	94	92	85	92	82	83	83	83
	4. School and student work it out without parent involvement.	1	0	3	6	3	1	3	2

[a] The wording of the items in the parent questionnaire was slightly different than the items in the staff survey used in this table. Staff members indicated characteristics of the school in which they would like to teach, while parents indicated characteristics of the school they would like their child to attend.

[b] These totals only include staff who indicated that they were teachers.

Table 2 (continued)

Staff and Parent Preferences by Elementary Clusters

Item	Response	TEACHERS				PARENTS			
		Central Cluster	Southwest Cluster	Washburn Cluster	West Cluster	Central Cluster	Southwest Cluster	Washburn Cluster	West Cluster
7. How would you like your students to use the community outside the school during the school day?	1. A few field trips into the community; the rest of the time in school.	35%	33%	30%	30%	3	29%	31%	26%
	2. Several projects or activities in the community, but most of time still in school.	64	63	64	59	6	67	67	68
	3. Community could be used extensively, very little time may be spent in the school building.	1	3	6	11		4	2	6
8. Which attendance policy would you prefer at your school?	1. Attendance required and strictly enforced by school.	32	32	28	23	3	38	37	23
	2. Attendance required and school encourages regular attendance.	68	63	62	68	5	54	56	62
	3. Regular attendance in the school building is not required as long as student is learning.	0	3	5	8	1	6	6	12
	4. Attendance is left up to the student and/or parents; school does not take attendance.	0	2	6	2		1	2	3
9. In which type of school would you prefer to teach?	1. A school where competition is emphasized.	1	0	1	0		2	2	1
	2. A school where competition and cooperation are equally emphasized.	48	60	53	37	6	67	62	61
	3. A school where cooperation is emphasized.	51	40	46	63	3	31	37	38
10. Should learning about and dealing with feelings and attitudes about self and others be included in students' education in school?	1. No, studies should not include work on feelings and attitudes.	1	0	0	0		3	1	2
	2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.	2	3	2	1	1	15	10	13
	3. Yes, studies should include some work on feelings and attitudes.	50	69	48	34	5	59	58	61
	4. Yes, studies should include a lot of work on feelings and attitudes.	47	28	50	64	3	23	31	25
11. What ages would you like students in your class to be?	1. All students at the same age (or grade) level.	30	46	31	31	2	26	22	17
	2. Students within one or two years younger or older than each other.	67	51	64	58	4	48	56	48
	3. Students within an elementary or secondary age range (5-11 years old, or 12-18 years).	4	3	4	11	2	22	19	30
	4. All ages from 5-18 years.	0	0	1	0		4	3	5
12. In what way would you like most of your students to work in the learning setting?	1. By doing the work alone and not by working with other students.	0	2	0	0	1	0	1	1
	2. By doing the work alone much of the time, but several projects where students work together in a group.	36	38	41	33	5	55	48	45
	3. About half the time doing the work alone and half the time working with a group of students.	54	52	44	42		38	43	38
	4. Most of the time working with one or more other students; helping each other, group projects.	9	9	15	25	1	7	7	16

Table 2 (continued)

Staff and Parent Preferences by Elementary Clusters

Item	Response	TEACHERS				PARENTS			
		Central Cluster	Southwest Cluster	Washburn Cluster	West Cluster	Central Cluster	Southwest Cluster	Washburn Cluster	West Cluster
13. What learning situation would you prefer for your students most of the school day?	1. Students may not move around or talk without permission.	1%	2%	3%	0%	22%	15%	15%	15%
	2. Students may move around or talk as they work as long as setting remains orderly and quiet.	85	80	71	59	52	62	63	52
	3. Students may move around and talk freely as long as their work is being done.	14	19	23	37	24	22	22	31
	4. Students are free to move around and talk as they wish.	0	0	3	4	1	2	0	2
14. Who should do the teaching in school?	1. Teachers should do all of the teaching.	3	8	6	6	24	19	20	20
	2. Teachers should do most of the teaching, but some parents and community members should be involved.	67	67	65	57	46	59	56	48
	3. Teachers are only one of many persons (including adults and other students) who should do the teaching.	29	25	29	37	30	22	24	31
15. Which of the following best describes the teaching situation you would like to be in?	1. Mainly one teacher works with or is available to students, although specialists in arts, music, phy ed are available.	38	44	31	38	32	39	29	29
	2. Several teachers work with or are available to students in different areas; little communication among teachers and students.	5	5	2	6	7	8	11	10
	3. A team of teachers works with or is available to students; regular communication among teachers about students.	57	51	68	56	61	53	60	62
16. In which of the following school settings would you like to teach?	1. Teacher instructs or directs learning all of the time.	7	13	12	16	34	32	31	28
	2. Teacher directs learning some of the day; students direct their own learning some of the day.	93	83	87	75	64	67	68	69
	3. Students direct their own learning; teacher is available.	0	3	1	8	2	1	1	3
17. Once a student's course of studies has been decided, how would you prefer to help most of the students complete the work?	1. Teacher should work closely with student every day.	53	53	54	46	1	44	38	40
	2. Teacher should check with student every few days and give assistance when teacher feels it is needed.	40	41	34	41	45	46	50	43
	3. Teacher should check with student every few days and give assistance if the student wants it.	6	7	9	10	11	5	9	10
	4. Student should have complete responsibility for completing his/her work; teacher is available if student wants to ask for help.	1	0	3	3	8	5	4	7
18. What difference in materials and ways to learn would you like to have available to students in your classroom?	1. Most students use the same materials and are taught in the same way.	1	0	2	0	9	8	6	5
	2. Part of the time students use the same materials and are taught in the same way; part of the time a variety of materials and ways to learn are available.	65	73	57	44	56	67	62	51
	3. Most of the time a variety of materials and ways to learn are available.	34	27	41	56	35	25	32	44

Table 2 (continued)

Staff and Parent Preferences by Elementary Clusters

Item	Response	TEACHERS				PARENTS			
		Central Cluster	Southwest Cluster	Washburn Cluster	West Cluster	Central Cluster	Southwest Cluster	Washburn Cluster	West Cluster
19. How would you like your students' school time to be used?	1. School day is divided into time periods; students are limited in how much time they can spend working on any one area or subject.	15%	22%	31%	16%	38%	34%	33%	30%
	2. Part of school day is divided into time periods. Part of school day is not divided into time periods; students may work on a subject for any length of time.	82	75	64	76	56	63	66	64
	3. School day is not divided into time periods; students may work on a subject for any length of time.	2	3	5	8	5	3	2	6
20. How should your students progress through their school work?	1. All students within a grade level or classroom should progress at the same speed and study the same things.	0	0	1	0	2	0	0	1
	2. Students should study the same things each day, but extra work or help should be given to students who work faster or slower.	46	51	45	40	64	66	64	54
	3. Students should progress through their school work at their own speed.	54	49	54	60	35	35	35	45
21. Which educational program (or course of studies) should be offered to students in the age-range of students in your classes?	1. A required course of studies taken by all students.	6	7	4	11	7	8	4	7
	2. Some required courses and a selection from a number of other offered courses.	17	22	23	20	26	29	26	23
	3. Some required courses plus courses developed to meet the specific needs or interests of students.	76	68	70	59	61	58	66	61
	4. No required courses; a selection from a number of offered courses.	0	0	0	2	0	0	0	1
	5. No required courses; a selection from offered courses plus courses developed to meet the specific needs or interests of students.	0	2	1	3	4	4	4	6
	6. No required courses; all courses are developed to meet the specific needs or interests of students.	1	2	2	5	2	1	0	3
22. How would you like students to learn in your classes?	1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.	1	0	1	0	5	3	5	6
	2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.	95	98	93	87	95	95	95	93
	3. Mainly by working with objects, by playing, or by living and doing things themselves.	4	2	6	13	1	2	0	1

Table 2 (continued)

Staff and Parent Preferences by Elementary Clusters

Item (Dimension)	Response (Continuum Choices)	TEACHERS				PARENTS			
		Central Cluster	Southwest Cluster	Washburn Cluster	West Cluster	Central Cluster	Southwest Cluster	Washburn Cluster	West Cluster
23. How do you prefer to have students learn a particular skill or subject?	1. In a step-wise way, not moving ahead until the previous step has been learned.	7%	8%	7%	4%	12%	13%	11%	16%
	2. Sometimes (1), sometimes (3), depending on the skill or subject that is being learned.	73	76	66	64	61	66	65	58
	3. In a flexible way, allowing the course of study to be developed in response to the interests and needs of a student or group of students. (Sometimes covering a wide range of skill levels in one course).	20	15	26	32	27	22	24	26
24. How would you prefer that instruction in basic skills, such as reading and math, be provided?	1. Provide specific reading and math courses.	20	29	16	20	21	18	19	25
	2. Provide specific courses and planned reading and math activities in other school activities and courses.	79	66	78	64	71	77	76	66
	3. No specific courses, but reading and math activities and projects planned in other school activities and courses.	1	3	5	10	6	4	4	7
	4. Students' interests will lead them to develop reading and math skills without specific courses and activities.	0	2	2	6	2	1	0	1
25. How would you like to evaluate students?	1. Would like to compare students with other students of the same age.	0	3	1	0	1	2	2	2
	2. Would like to know how much students have progressed or learned, and also, how students are doing compared with other students of the same age.	67	77	58	55	76	82	84	77
	3. Would like to know how students are doing and how much they have progressed, but not to compare with other students of same age.	33	20	42	45	23	15	14	21
26. Who should evaluate student's progress in school?	1. The school should evaluate, with no involvement of student or parent.	6	2	2	2	15	15	12	15
	2. The school and student should evaluate his/her progress together.	21	34	28	22	13	15	16	19
	3. The school and parent should evaluate the student's progress together.	11	10	4	15	18	16	19	14
	4. The school, student, and parent should evaluate his/her progress together.	62	54	66	60	54	54	53	52
	5. The student should evaluate his/her progress.	0	0	0	2	0	0	0	0

Table 3

West Area Teacher Preferences for Dimensions of Alternative Educational Programs by Grade Level Taught and Years of Experience in Education

Item	Response	GRADE LEVEL TAUGHT					YEARS OF EXPERIENCE			
		Elem K-3	Elem 4-6	Secd 7-8	Secd 9	Secd 10-12	1-3 Years	4-9 Years	10-19 Years	20+ Years
		N188	N128	N135	N52	N126	N72	N209	N233	N175
1. Should parents have a say in deciding the way a school is run?	1. School should make all such decisions with no advice from parents.	2%	2%	4%	6%	3%	1%	1%	3%	4%
	2. School should make final decisions after advice from parents.	62	54	53	75	67	47	55	63	64
	3. School and parents should share the responsibility for making such decisions	36	42	41	19	29	50	42	34	32
	4. Parents should make final decisions after advice from school.	1	2	2	0	0	1	1	0	0
2. Should students the age(s) of children in your classes help make and enforce the school rules?	1. School rules should be made and enforced without advice from students	5	2	16	13	10	3	7	10	9
	2. School rules should be made and enforced after advice from students	28	27	29	48	49	23	37	40	28
	3. Students should share the responsibility for making and enforcing the school rules.	67	70	56	38	40	75	57	50	62
	4. Students should make and enforce the rules.	0	1	0	0	0	0	0	0	1
3. Should parents have a say regarding what courses of study are offered at their child's school?	1. School should decide with no advice from parents.	2	1	4	6	3	6	1	2	4
	2. School should make final decision after advice from parents.	57	57	51	75	69	43	56	64	60
	3. School and parents should share the responsibility for the decision.	40	42	42	19	28	51	41	34	36
	4. Parents should make final decision after advice from school.	0	1	3	0	0	0	1	0	0
4. Should students the age(s) of children in your classes have a say regarding what courses of study are offered at their school?	1. School should decide with no advice from students.	12	6	13	13	9	7	7	10	15
	2. School should make final decision after advice from students.	64	68	62	67	68	56	65	68	66
	3. School and students should share the responsibility for the students	24	25	23	19	23	37	26	22	19
	4. Students should make final decision after advice from school.	0	0	2	0	0	0	1	0	0
5. Who should decide what subjects or interest areas students actually study in school?	1. School (teacher) should make final decision.	21	23	54	55	55	24	33	45	41
	2. School (teacher) should decide some, parents and/or student should decide some.	76	69	43	45	42	71	61	52	58
	3. Parents and/or student should decide.	3	7	3	0	3	4	5	2	1
6. How should problems that your students have at school be handled?	1. School handles as it sees fit without student or parent involvement	2	1	3	2	3	4	1	1	3
	2. School handles problem after talking with parents.	5	5	16	26	22	1	13	12	14
	3. School, parents, and student work out a solution together.	90	92	77	70	72	94	81	84	80
	4. School and student work it out without parent involvement.	3	2	5	2	2	0	5	3	3

Table 3 (continued)

Teacher Preferences by Grade Level Taught and Years of Experience

Item	Response	GRADE LEVEL TAUGHT					YEARS OF EXPERIENCE			
		Elem K-3	Elem 4-6	Secd 7-8	Secd 9	Secd 10-12	1-3 Years	4-9 Years	10-19 Years	20+ Years
7. How would you like your students to use the community outside the school during the school day?	1. A few field trips into the community; the rest of the time in school.	37%	24%	41%	50%	45%	27%	24%	47%	44%
	2. Several projects or activities in the community, but most of time still in school.	60	68	54	46	52	62	67	50	56
	3. Community could be used extensively, very little time may be spent in the school building.	3	8	5	4	3	11	9	3	1
8. Which attendance policy would you prefer at your school?	1. Attendance required and strictly enforced by school.	26	32	45	54	65	38	36	45	41
	2. Attendance required and school encourages regular attendance.	71	57	36	31	27	52	46	46	57
	3. Regular attendance in the school building is not required as long as student is learning.	1	8	5	4	5	6	8	4	1
	4. Attendance is left up to the student and/or parents; school does not take attendance.	2	3	14	12	4	4	10	5	11
9. In which type of school would you prefer to teach?	1. A school where competition is emphasized.	1	1	3	2	6	3	0	3	3
	2. A school where competition and cooperation are equally emphasized.	49	50	59	75	76	42	55	67	60
	3. A school where cooperation is emphasized.	50	49	38	24	18	55	45	31	37
10. Should learning about and dealing with feelings and attitudes about self and others be included in students' education in school?	1. No, studies should not include work on feelings and attitudes.	0	1	3	0	2	1	1	1	1
	2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.	2	2	16	21	12	1	7	10	10
	3. Yes, studies should include some work on feelings and attitudes.	48	53	48	56	65	51	49	53	59
	4. Yes, studies should include a lot of work on feelings and attitudes.	50	44	33	23	20	46	43	36	30
11. What ages would you like students in your class to be?	1. All students at the same age (or grade) level.	34	34	30	50	18	18	23	38	33
	2. Students within one or two years younger or older than each other.	62	60	54	44	70	63	63	54	62
	3. Students within an elementary or secondary age range (5-11 years old, or 12-18 years).	4	5	11	6	10	17	10	7	5
	4. All ages from 5-18 years.	0	1	5	0	3	1	4	1	0
12. In what way would you like most of your students to work in the learning setting?	1. By doing the work alone and not by working with other students.	1	0	4	4	4	0	1	1	5
	2. By doing the work alone much of the time, but several projects where students work together in a group.	42	29	48	54	48	38	37	48	50
	3. About half the time doing the work alone and half the time working with a group of students.	45	52	33	23	35	41	46	38	36
	4. Most of the time working with one or more other students; helping each other, group projects.	12	18	14	19	13	21	16	14	9

Table 3 (continued)

Teacher Preferences by Grade Level Taught and Years of Experience

Item	Response	GRADE LEVEL TAUGHT					YEARS OF EXPERIENCE			
		Elem K-3	Elem 4-6	Secd 7-8	Secd 9	Secd 10-12	1-3 Years	4-9 Years	10-19 Years	20+ Years
13. What learning situation would you prefer for your students most of the school day?	1. Students may not move around or talk without permission.	1%	2%	8%	14%	9%	1%	3%	9%	6%
	2. Students may move around or talk as they work as long as setting remains orderly and quiet.	74	73	64	65	65	63	66	69	69
	3. Students may move around and talk freely as long as their work is being done.	24	21	26	18	26	35	27	22	25
	4. Students are free to move around and talk as they wish.	1	3	2	4	1	1	3	1	0
14. Who should do the teaching in school?	1. Teachers should do all of the teaching.	7	4	19	17	20	8	6	15	16
	2. Teachers should do most of the teaching, but some parents and community members should be involved.	64	65	54	73	55	49	61	61	66
	3. Teachers are only one of many persons (including adults and other students) who should do the teaching.	29	31	27	10	25	43	33	24	18
15. Which of the following best describes the teaching situation you would like to be in?	1. Mainly one teacher works with or is available to students, although specialists in arts, music, phy ed are available.	39	33	28	35	30	25	18	39	44
	2. Several teachers work with or are available to students in different areas; little communication among teachers and students.	4	4	12	15	18	8	9	11	10
	3. A team of teachers works with or is available to students; regular communication among teachers about students.	57	63	60	50	52	66	73	50	46
16. In which of the following school settings would you like to teach?	1. Teacher instructs or directs learning all of the time.	12	12	21	27	22	4	14	22	17
	2. Teacher directs learning some of the day, students direct their own learning some of the day.	87	84	74	73	76	89	81	75	81
	3. Students direct their own learning; teacher is available.	1	4	5	0	2	7	5	4	2
17. Once a student's course of studies has been decided, how would you prefer to help most of the students complete the work?	1. Teacher should work closely with student every day.	63	37	39	39	49	37	48	51	49
	2. Teacher should check with student every few days and give assistance when teacher feels it is needed.	32	46	40	45	33	46	33	35	39
	3. Teacher should check with student every few days and give assistance if the student wants it.	4	13	8	12	13	14	11	9	10
	4. Student should have complete responsibility for completing his/her work; teacher is available if student wants to ask for help.	0	5	13	4	5	3	8	5	1
18. What difference in materials and ways to learn would you like to have available to students in your classroom?	1. Most students use the same materials and are taught in the same way.	2	0	8	10	13	7	3	7	5
	2. Part of the time students use the same materials and are taught in the same way; part of the time a variety of materials and ways to learn are available.	61	59	57	77	62	52	56	64	65
	3. Most of the time a variety of materials and ways to learn are available.	38	41	35	13	25	41	41	29	30

Table 3 (continued)

Teacher Preferences by Grade Level Taught and Years of Experience

Item	Response	GRADE LEVEL TAUGHT					YEARS OF EXPERIENCE			
		Elem K-3	Elem 4-6	Secd 7-8	Secd 9	Secd 10-12	1-3 Years	4-9 Years	10-19 Years	20+ Years
19. How would you like your students' school time to be used?	1. School day is divided into time periods; students are limited in how much time they can spend working on any one area or subject.	21%	23%	54%	55%	55%	24%	34%	45%	41%
	2. Part of school day is divided into time periods. Part of school day is not divided into time periods; students may work on a subject for any length of time.	76	69	43	45	42	71	61	52	58
	3. School day is not divided into time periods; students may work on a subject for any length of time.	3	7	3	0	3	4	5	2	1
20. How should your students progress through their school work?	1. All students within a grade level or classroom should progress at the same speed and study the same things.	1	0	2	2	4	1	1	1	2
	2. Students should study the same things each day, but extra work or help should be given to students who work faster or slower.	45	45	58	70	60	43	48	59	58
	3. Students should progress through their school work at their own speed.	54	55	41	28	35	56	50	41	40
21. Which educational program (or course of studies) should be offered to students in the age-range of students in your classes?	1. A required course of studies taken by all students	7	6	5	0	2	1	4	5	4
	2. Some required courses and a selection from a number of other offered courses.	22	19	31	43	29	19	21	31	24
	3. Some required courses plus courses developed to meet the specific needs or interests of students.	68	72	55	51	58	71	64	58	69
	4. No required courses; a selection from a number of offered courses.	1	0	3	0	4	0	2	2	1
	5. No required courses; a selection from offered courses plus courses developed to meet the specific needs or interests of students.	1	2	4	2	3	4	3	3	1
	6. No required courses; all courses are developed to meet the specific needs or interests of students.	2	2	2	4	5	4	5	1	1
22. How would you like students to learn in your classes?	1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.	0	2	4	8	14	0	3	6	5
	2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.	93	93	86	90	79	96	87	90	89
	3. Mainly by working with objects, by playing, or by living and doing things themselves.	7	6	10	2	7	4	10	4	6

Table 3 (continued)

Teacher Preferences by Grade Level Taught and Years of Experience

Item	Response	GRADE LEVEL TAUGHT					YEARS OF EXPERIENCE			
		Elem K-3	Elem 4-6	Secd 7-8	Secd 9	Secd 10-12	1-3 Years	4-9 Years	10-19 Years	20+ Years
23. How do you prefer to have students learn a particular skill or subject?	1. In a step-wise way, not moving ahead until the previous step has been learned.	7%	7%	24%	10%	16%	8%	12%	11%	15%
	2. Sometimes (1), sometimes (3), depending on the skill or subject that is being learned.	72	67	60	76	60	68	70	66	63
	3. In a flexible way, allowing the course of study to be developed in response to the interests and needs of a student or group of students. (Sometimes covering a wide range of skill levels in one course).	21	26	16	14	23	24	19	23	22
24. How would you prefer that instruction in basic skills, such as reading and math, be provided?	1. Provide specific reading and math courses.	22	19	42	45	47	22	24	35	39
	2. Provide specific courses and planned reading and math activities in other school activities and courses.	72	74	48	53	49	72	67	59	56
	3. No specific courses, but reading and math activities and projects planned in other school activities and courses.	5	3	8	2	3	6	5	4	5
	4. Students' interests will lead them to develop reading and math skills without specific courses and activities.	1	4	2	0	1	0	4	1	0
25. How would you like to evaluate students?	1. Would like to compare students with other students of the same age.	2	0	2	2	9	1	0	4	4
	2. Would like to know how much students have progressed or learned, and also, how students are doing compared with other students of the same age.	66	58	65	79	65	63	63	69	67
	3. Would like to know how sutdents are doing and how much they have progressed, but not to compare with other students of same age.	32	42	34	19	27	36	37	27	29
26. Who should evaluate student's progress in school?	1. The school should evaluate, with no involvement of student or parent.	4	1	20	16	22	6	8	14	13
	2. The school and student should evaluate his/her progress together.	24	30	44	59	48	33	39	36	32
	3. The school and parent should evaluate the student's progress together.	13	4	2	2	2	7	4	3	8
	4. The school, student, and parent should evaluate his/her progress together.	59	64	32	24	29	54	48	46	47
	5. The student should evaluate his/her progress.	0	1	2	0	0	0	1	0	0

ALTERNATIVE EDUCATIONAL PROGRAMS

The questions in this survey describe ways in which schools and classrooms can differ. For each question: mark an X by the one choice that best describes the kind of school where you would like to work (teach, administer, counsel,....). If you do not feel that you can make a choice on a particular item, leave the item blank. However, please try to answer every item. There are no right or wrong answers.

Please complete immediately (February 21 at the latest) and send either by school mail or U. S. Mail to:

Dr. Marvin Trammel, Superintendent
West Area Office
Lehmann Educational Center
1006 West Lake Street 55408

The returned questionnaires will be sent to the Research and Evaluation Department for analysis.

(1) What is your present position?

_____1. Teacher

_____2. Administrator - elementary

_____3. Administrator - secondary

_____4. Other

(2) If you are a teacher, at what grade level do you do most of your teaching? Check one only.

_____1. Elementary K-3

_____2. Elementary 4-6

_____3. Secondary 7-8

_____4. Secondary 9

_____5. Secondary 10-12

(3) Total years of experience in education (including this year).

_____1. 1-3 years

_____2. 4-9 years

_____3. 10-19 years

_____4. 20 years or more

(4-5) If you are a teacher, indicate the school at which you do most of your teaching. (If you are not a teacher, leave blank).

_____01. Agassiz

_____02. Anwatin

_____03. Armatage

_____04. Audubon

_____05. Barton

_____06. Bryn Mawr

_____07. Burroughs

_____08. Calhoun

_____09. Emerson

_____10. Field

_____11. Fulton

_____12. Hale

_____13. Harrison

_____14. Kenny

_____15. Kenwood

_____16. Lake Harriet

_____17. Lyndale

_____18. Page

_____19. Windom

_____20. Anthony

_____21. Bryant

_____22. Jefferson

_____23. Ramsey

_____24. Southwest Junior

_____25. Central

_____26. Southwest Senior

_____27. Washburn

_____28. West

_____29. Other

(6) How would you like your students to use the community outside the school during the school day?

_____1. A few field trips into the community; the rest of the time in school.

_____2. Several projects or activities in the community, but most of time still in school.

_____3. Community could be used extensively, very little time may be spent in the school building.

(7) Which attendance policy would you prefer at your school?

_____1. Attendance required and strictly enforced by school.

_____2. Attendance required and school encourages regular attendance.

_____3. Regular attendance in the school building is not required as long as student is learning.

_____4. Attendance is left up to the student and/or parents; school does not take attendance.

(8) What learning situation would you prefer for your students most of the school day?

_____1. Students may not move around or talk without permission.

_____2. Students may move around or talk as they work as long as setting remains orderly and quiet.

_____3. Students may move around and talk freely as long as their work is being done.

_____4. Students are free to move around and talk as they wish.

(9) In what way would you like most of your students to work in the learning setting?

_____1. By doing the work alone and not by working with other students.

_____2. By doing the work alone much of the time, but several projects where students work together in a group.

_____3. About half the time doing the work alone and half the time working with a group of students.

_____4. Most of the time working with one or more other students; helping each other, group projects.

(10) Should parents have a say in deciding the way a school is run?

_____1. School should make all such decisions with no advice from parents.

_____2. School should make final decisions after advice from parents.

_____3. School and parents should share the responsibility for making such decisions.

_____4. Parents should make final decisions after advice from school.

(11) Should students the age(s) of children in your classes help make and enforce the school rules?

_____1. School rules should be made and enforced without advice from students.

_____2. School rules should be made and enforced after advice from students.

_____3. Students should share the responsibility for making and enforcing the school rules.

_____4. Students should make and enforce the rules.

(12) Should parents have a say regarding what courses of study are offered at their child's school?

_____1. School should decide with no advice from parents.

_____2. School should make final decision after advice from parents.

_____3. School and parents should share the responsibility for the decision.

_____4. Parents should make final decision after advice from school.

(13) Should students the age(s) of children in your classes have a say regarding what courses of study are offered at their school?

_____1. School should decide with no advice from students.

_____2. School should make final decision after advice from students.

_____3. School and students should share the responsibility for the decision.

_____4. Students should make final decision after advice from school.

(14) In which type of school would you prefer to teach?

_____1. A school where competition is emphasized.

_____2. A school where competition and cooperation are equally emphasized.

_____3. A school where cooperation is emphasized.

(15) Which educational program (or course of studies) should be offered to students in the age-range of students in your classes?

_____1. A required course of studies taken by all students.

_____2. Some required courses and a selection from a number of other offered courses.

_____3. Some required courses plus courses developed to meet the specific needs or interests of students.

_____4. No required courses; a selection from a number of offered courses.

_____5. No required courses; a selection from offered courses plus courses developed to meet the specific needs or interests of students.

_____6. No required courses; all courses are developed to meet the specific needs or interests of students.

(16) Who should decide what subjects or interest areas students actually study in school?

_____1. School (teacher) should make final decision.

_____2. School (teacher) should decide some, parents and/or student should decide some.

_____3. Parents and/or student should decide.

(17) Once a student's course of studies has been decided, how would you prefer to help most of the students complete the work?

_____1. Teacher should work closely with student every day.

_____2. Teacher should check with student every few days and give assistance when teacher feels it is needed.

_____3. Teacher should check with student every few days and give assistance if the student wants it.

_____4. Student should have complete responsibility for completing his/her work; teacher is available if student wants to ask for help.

(18) What difference in materials and ways to learn would you like to have available to students in your classroom?

_____1. Most students use the same materials and are taught in the same way.

_____2. Part of the time students use the same materials and are taught in the same way; part of the time a variety of materials and ways to learn are available.

_____3. Most of the time a variety of materials and ways to learn are available.

(19) In which of the following school settings would you like to teach?

_____1. Teacher instructs or directs learning all of the time.

_____2. Teacher directs learning some of the day; students direct their own learning some of the day.

_____3. Students direct their own learning; teacher is available.

(20) What ages would you like students in your classes to be?

_____1. All students at the same age (or grade) level.

_____2. Students within one or two years younger or older than each other.

_____3. Students within an elementary or secondary age range (5-11 years old, or 12-18 years).

_____4. All ages from 5-18 years.

(21) How would you like your students' school time to be used?

_____1. School day is divided into time periods; students are limited in how much time they can spend working on any one area or subject.

_____2. Part of school day is divided into time periods. Part of school day is not divided into time periods; students may work on a subject for any length of time.

_____3. School day is not divided into time periods; students may work on a subject for any length of time.

(22) How would you like to evaluate students?

_____1. Would like to compare students with other students of the same age.

_____2. Would like to know how much students have progressed or learned; and also, how students are doing compared with other students of the same age.

_____3. Would like to know how students are doing and how much they have progressed, but not to compare with other students of same age.

(23) Who should evaluate a student's progress in school?

_____1. The school should evaluate, with no involvement of student or parent.

_____2. The school and stucent should evaluate his/her progress together.

_____3. The school and parent should evaluate the student's progress together.

_____4. The school, student, and parent should evaluate his/her progress together.

_____5. The student should evaluate his/her progress.

(OVER)

(24) Who should do the teaching in school?

_____1. Teachers should do all of the teaching.

_____2. Teachers should do most of the teaching, but some parents and community members should be involved.

_____3. Teachers are only one of many persons (including adults and other students) who should do the teaching.

(25) Which of the following best describes the teaching situation you would like to be in?

_____1. Mainly one teacher works with or is available to students, although specialists in art, music, phy ed are available.

_____2. Several teachers work with or are available to students in different areas; little communication among teachers about students.

_____3. A team of teachers works with or is available to students; regular communication among teachers about students.

(26) How should your students progress through their school work?

_____1. All students within a grade level or classroom should progress at the same speed and study the same things.

_____2. Students should study the same things each day, but extra work or help should be given to students who work faster or slower.

_____3. Students should progress through their school work at their own speed.

(27) How would you like students to learn in your classes?

_____1. Mainly by reading in books, doing workbooks or listening to someone tell about things.

_____2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.

_____3. Mainly by working with objects, by playing, or by living and doing things themselves.

(28) How do you prefer to have students learn a particular skill or subject?

_____1. In a step-wise way, not moving ahead until the previous step has been learned.

_____2. Sometimes (1), sometimes (3), depending on the skill or subject that is being learned.

_____3. In a flexible way, allowing the course of study to be developed in response to the interests and needs of a student or group of students. (Sometimes covering a wide range of skill levels in one course)

(29) How would
skills, suyou prefer that instruction in basic
ch as reading and math, be provided?

_____1. P
rovide specific reading and math courses.

_____2. P
rrovide specific courses and planned
seading and math activities in other
chool activities and courses.

_____3. N
ao specific courses, but reading and math
sctivities and projects planned in other
chool activities and courses.

_____4. S
dtudents' interests will lead them to
sevelop reading and math skills without
pecific courses and activities.

(30) Should lea
and attiturning about and dealing with feelings
in studentdes about self and others be included
s' education in school?

_____1. N
fo, studies should not include work on
eelings and attitudes.

_____2. O
wnly if a situation arises in school
fhere it is necessary to deal with
eelings and attitudes.

_____3. Y
fes, studies should include some work on
eelings and attitudes.

_____4. Y
oes, studies should include a lot of work
n feelings and attitudes.

(31) How should
school be problems that your students have at
handled?

_____1. S
school handles as it sees fit without
tudent or parent involvement.

_____2. S
wchool handles problem after talking
ith parents.

_____3. S
achool, parents, and student work out
solution together.

_____4. S
pchool and student work it out without
arent involvement.

COMMENTS: _____

February
1975

West Area Office and
Research and Evaluation Depart.
Minneapolis Public Schools